

INNOVATIVE APPROACHES TO DEVELOPMENT OF THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Abstract

The article describes the innovative aspects of the development of professional competence of future teachers, studying in pedagogical higher educational institutions.

Keywords and phrases: future teacher, professional competence, innovative approach, higher education, professional skills, professional culture, professional identity, innovative processes.

Introduction

The necessity of the requirements imposed by the society on educators who provide education and training to young people at the present modern stage of continuing education lies in the fact that, compared to the historically established traditional methods of teaching, advanced innovative methods, which have been tested in developed countries and recognized as effective, provide students with thorough knowledge and skills through the widespread use of education and information technology in practice.

In fulfilling this lofty task, it is important for future teachers studying in pedagogical higher education institutions to understand and make decisions on the essence of the concepts of professionalism, professional culture, professional identity. These concepts can be summarized and called as "professional competence".

Professional competence is a very broad concept that reflects the internal and external images of the modern educator. In other words, teachers working in educational institutions are expected to be mature in all respects, potential, have deep knowledge and skills in their field, and have a broad socio-political outlook. In this regard, it is an urgent task, to positively address the problem of training young people who are committed themselves to an honorable and difficult profession, that is, future teachers who are expected to be competent to modern requirements.

It should be noted that professional competence cannot be realized without pedagogical innovations and innovative approaches based on historically formed national values. The values of each nation, formed from the distant past, should serve for each youth of that nation for understanding of national identity. In the field of education, it is expedient to use

universally recognized effective pedagogical and information technologies in accordance with the national mentality.

The terms “innovation” and “innovation processes” are close and similar, but do not mean the same thing. The innovation process is directly related to the creation, implementation and dissemination of new innovations.

Scientific and technical novelty and practical application of innovations is one of its essential features. Therefore, innovation results should be considered in conjunction and interrelated with the innovation process. In practice, there are three specific interrelated features of innovation: application, practice, scientific and technical novelty.

In practice, the concepts of "innovation", "renewal", "innovation" are often equated, but there are some differences between them, acknowledged by scientists. Novelty can be a new order, a new style, a new method, new inventions (1).

The professional competence of future teachers is mainly developed through, innovative processes. It is necessary, taking into account the specifics of innovation for effectively managing the innovation processes, organized in the development of professional competence of teachers in educational institutions, and develop students' interest in this process and to pre-design innovation processes to achieve the desired results.

In interpreting the innovation processes, organized in the areas of professional competence development of future teachers as a complex and multi-level process, a number of features should be considered as features of innovation: dialectism, periodicity, degree of validity, inconsistency, significance, risk, ability to describe leadership styles, situation, structure, ability to formulate innovative action strategies, manageability, social orientation, ability to differentiate according to people's interests, acceptance of innovations by the subject, etc.

We found it necessary to dwell on them briefly.

Dialecticism is a process of development of innovation, characterized by a process of gradual, step by step renewal of its normative foundations. Innovation creates creative contradictions with existing traditions, traditions and is carried out and developed on their basis. The continuity of this system determines the indicator of innovative development of the institution.

The periodicity of innovation confirms that the concepts in the field of traditional education in teachers are gradually being replaced, purposefully, with new professional knowledge and concepts that are still relevant today.

The reasonable level of innovation is characterized by the amount of new qualitative changes in teachers. The more innovation differs from the teaching methods used by teachers, the higher its potential for change and validity.

The paradox of innovation is that, the introduction of voluntary innovation can create conflicting situations, regardless of their specific characteristics, as the complexity of

mastering innovative teaching methods, changes the interactions and relationships, that have become a habit in the educational institution.

Significance of innovations - during the innovation process, the head of the educational institution has the opportunity to objectively assess the attitude of teachers to innovations, changes and intensification of internal attitudes in the team, and in turn to develop innovative educational projects in line with this process.

Innovative risk is related to the probability characteristics of innovation. Lack of confidence in the resultant, will cause feelings of risk and anxiety for teachers and will also have its effect on the results of the implementation activities.

The ability to describe **leadership styles** of innovation - an innovative leadership style implies the creation of teachers' personal interest in the outcome of the innovation process.

The relevance of innovation to the situation - the implementation of innovations depends in many respects on the individual characteristics of teachers and the level of readiness of the organizational and educational environment for accepting innovations.

The structurality of innovations - acquaintance with the news, evaluation, testing, approval and full acceptance-determines the main stages of implementation of innovation.

Opportunity for innovation to shape the strategy of innovative methods of leadership - the effectiveness of the implementation of innovative programs in practice depends on the interests of teachers and, as a result, the formation of psychological readiness of students for innovative processes and the development of the level of readiness.

The manageability of innovations - depends on the programming capabilities of the development of organizational situations in the implementation of innovation.

The social orientation of innovations - it determines the prospects of self-development, personal development of teachers on the basis of coordination of individual goals and objectives with the objectives and goals of the organizational system.

The ability to classify innovations according to a person's interests - there are different relationships of innovation for individuals and groups. The acquisition of additional opportunities by a particular teacher leads to a reduction in the opportunities of other teachers, which in turn has the effect of establishing a clear procedure for receiving innovations.

The acceptance of innovations by the subject - the acceptance of certain innovations by the teacher, depends on the degree to which it corresponds to the specifics of the existing system of action and changes the position of the teacher for better or worse in the formation of opportunities.

The organization and management of innovative processes aimed to developing the professional competence of teachers in educational institutions, requires the use of the most effective methods of management based on scientific and technical achievements, new personal professional qualities, which in turn determines the need for strategic management.

A strategic plan serves as an essential base in programming (long-term plan), it also includes long-term tasks for the development of the education system in an educational institution, the achievement of goals in the educational process - the development of professional competence of teachers, the development of human resources in the educational institution.

Management strategy - in the development of professional competence of teachers, involves two types of management: strategic management, conjuncture management, mainly in the direction of improving the activities of the educational institution, coordination of teachers' activities, organization and management of activities based on the strategic plan.

Conjuncture management is related to a set of characteristics that characterize the economic condition of an institution in a given period.

In coordinating the activities of the educational institution in line with modern socio-economic developments and innovations in the field of education reform, leaders should not be limited to current plans, instead they have to develop and act on strategic, long-term (five, ten and more) plans, taking into account the factors, affecting to the development and prospects of their institutions. By absorbing such knowledge and concepts to the students, it helps to develop a love for the chosen profession, the development of professional skills of them.

This experience is being used by professors of the Chirchik State Pedagogical Institute, the Faculty of Pedagogy, the Department of "Pedagogy and Management". In addition to classes, the activities "Pedagogical skills" and "Management skills of the educational institution" organized at the faculty are a good example of this.

In conclusion, it is the highest responsibility of professors and teachers working in higher education institutions, to solve the problem of developing professional competence in future teachers on the basis of modern requirements.

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